



SCHOOL ENRICHMENT PROGRAM

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World Games present an opportunity not only to showcase Special Olympics athletes' accomplishments, but also to educate an entire population about people with intellectual disabilities. A well-coordinated effort among the Games Organizing Committee (GOC), the host national Program and Special Olympics, Inc., within the nation's schools before, during and after Games time will result in more young people with and without intellectual disabilities being involved with Special Olympics. This initiative is known as the Special Olympics School Enrichment Program (SEP).

A set of resources for SEP is to be developed and distributed to schools at no cost to take advantage of the opportunity to use the Games to teach the host nation's young people about disability and to engage them as active learners, volunteers and communicators to the entire country. The resources will be a valuable tool used to educate young people in primary/elementary, intermediate/middle and secondary/senior grade levels in order to break down barriers of negative stereotypes and attitudes towards people with intellectual disabilities. Students will learn about the special needs, talents and potential of people with intellectual disabilities in addition to learning about the lifestyles, history and cultures of people from various countries who will be arriving in the host country for the Games.

From this coordinated national awareness effort, more schools, athletes, family members and volunteers will either start or join a local Special Olympics Program. This is one way the national Special Olympics Program can see its number of athletes increase. The SEP also will leave a legacy for school involvement at a local and national level following the World Games.

The School Enrichment Program has a number of specific goals:

- Develop a set of school resources using the Special Olympics Get Into It (SO Get Into It®) curriculum as a basis.
 - Develop an integrated elementary through secondary set of resources that can be used in classrooms.
 - Develop lesson plans that educate all students about people with intellectual disabilities and Special Olympics. Lesson plans should include adaptations and modifications for those students with intellectual disabilities.
- Enhance the use of technology in schools.
 - Disseminate the resources through print, interactive CD-ROM and Web-based technologies.
 - Develop communications technologies through e-mail, discussion boards, chat, Web conferencing and other Web-based systems.
- Increase educators' knowledge of Special Olympics.
 - Provide educators with information about Special Olympics programs such as Special Olympics sports, Unified Sports®, Partners Clubs and Motor Activity Training Program.
 - Encourage educators to utilize Special Olympics coaches education materials and trainings to enhance their requirements for ongoing teacher certification and continuing education.
- Study knowledge of Special Olympics in host country schools.
 - Develop and distribute a survey to host country schools asking about their current participation and knowledge of Special Olympics.
 - Interpret data collected in the survey to determine the successful practices already existing in the schools.
 - Measure youth attitudes toward people with intellectual disabilities.

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- Develop Special Olympics outreach programs in the schools by connecting them with the local Special Olympics Program.
 - Increase the number of athletes (including Unified Partners and Partners Clubs) in schools already active in Special Olympics.
 - Enroll potential athletes (including Unified Partners and Partners Clubs) in schools not currently active in Special Olympics.
- Maintain a long-term involvement of the SO Get Into It curriculum.
 - Institutionalize the curriculum within schools, making it a regularly accepted component following the Games.
 - Expand opportunities for young people with and without intellectual disabilities to demonstrate leadership through Special Olympics for the benefit of the school and local Program.
 - Disseminate best practices among schools and recognize young people contributing to the national Program.

DEVELOPING SCHOOL ENRICHMENT PROGRAM RESOURCES

At the core of the SEP is the set of resource materials, SO Get Into It, which will comprise elements of the basic lessons. A “SEP Development Team” will be formed from national Program representatives to review selected materials and resources. The typical team will consist of following members:

- Three to four educators experienced with curriculum development;
- One Special Olympics Program staff member;
- One representative from the GOC;
- One representative of the Ministry of Education or similar agency;
- One family member;
- One or two students;
- One school-aged Special Olympics athlete or person with an intellectual disability; and
- A representative from Special Olympics, Inc., for technical assistance.

Phase One

In the first phase of development, the SEP Development Team will meet over several months to secure support from the Ministry of Education or other governing body (if needed); develop a philosophy, vision statement, goal, objectives and an overall format for instructional plans; and begin creating an outline for the lesson plans. Members will examine such topics as curriculum implementation and evaluation, technology integration, peer coaching and mentoring, and professional training and planning. Lessons will be customized to fit into social studies; language arts; history; health/physical education; and moral, ethics and human rights classes. Supplemental materials — such as video tapes, books and local Program materials — to include with the lessons will be decided upon. The SEP should be designed so that it takes one class period per lesson over a week or more to teach the basic lessons. Activities and volunteerism can be done after school or outside of class time.

The World Games theme should be tied to the SEP. If necessary, the lessons should conform to any national academic standards.



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Phase Two

In the second phase, field testing of SEP materials will take place over several months. It will be helpful to involve a cross-section of schools in the testing. Selection of school criteria may include the following:

- Ability to teach, with fidelity, the lessons in the allotted time;
- Age groups from 5 or 6 years of age to 18 years;
- Schools presently involved with Special Olympics;
- Schools not presently involved with Special Olympics;
- Urban, suburban and rural schools;
- Private and government-funded schools;
- Mainstream schools including youth with and without intellectual disabilities; and
- Schools without any youth who have intellectual disabilities.

Also during the field test, an advertising campaign should get started Program/Nation-wide so that teachers know in advance that the SEP materials are being planned and will be available a minimum of four months before the World Games Opening Ceremonies. This will allow time for teachers to prepare lessons and engage young people with the World Games through the GOC and national Program.

Phase Three

The third phase will consist of evaluating the results of the field test. Here, the Development Team may utilize a variety of methods to conduct the evaluation including, but not limited to, the following:

- Student pre- and post-test results;
- Student assessments;
- Student interviews;
- Teacher evaluations'
- Site visits; and
- Telephone interviews of teachers.

Phase Four

Phase four will develop and present the final set of materials. This begins by the Development Team convening to:

- Compile the results of the field test;
- Make modifications in lessons, supplementary materials and teacher resources;
- Determine the packaging, quantity needed and advertising;
- Disseminate materials to schools; and
- Follow up with local and sub-Programs.

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SCHOOL ENRICHMENT PROGRAM DEVELOPMENT TEAM RESPONSIBILITIES

Selecting the right SEP Development Team members to assist with this year-long (or longer) project is imperative. The GOC, along with the host Special Olympics Program, must recruit members who can meet the expectations of the team. These expectations may include, but are not limited to, the following:

- Review existing SO Get Into It teaching resources (including videos: *Loretta Claiborne on the Oprah Winfrey Show*, *A World of Difference*, *Changing Attitudes-One Person at a Time*, *Attitudes*), evaluation materials and previous versions of SEP materials provided by Special Olympics, Inc.;
- Solicit the input of Program leaders, educators, students, Special Olympics athletes, family members and other school and youth stakeholders on modifying and implementing the SEP resources and activities to reach more athletes;
- Support educators as needed in the implementation of SEP resources. Follow up with schools once materials are in place: offer technical assistance in starting programs, provide Special Olympics Global Messengers to speak with students, register youth and teachers as volunteers and register new athletes;
- Connect schools with sub-Programs and local Special Olympics Programs in all locations where students can assist in some capacity, for example:
 - Volunteering at local events and at the World Games;
 - Conducting fundraising activities;
 - Conducting an awareness activity; or
 - Taking part in Unified Sports training and competition.
- Assist national Program office in the distribution of resources to schools nationwide by seeking new schools to introduce the SEP;
- Maintain communications with designated staff at the national Special Olympics Program office through conference calls, online communications and e-mails to ensure that goals, action plans and outcomes for introducing the SEP are met;
- Assist in training other school and youth stakeholders in supporting the introduction of the SEP resources so that all schools in every sub-Program are provided with the opportunity to become involved in Special Olympics; and
- Explore alternative methods for introducing the SEP in after-school sessions, weekend activities and community-based youth clubs.

SIMPLIFIED CHART OF SCHOOL ENRICHMENT PROGRAM ACTIVITY FOR A MINIMUM ONE-YEAR DEVELOPMENT

This chart is meant to be a starting point for discussion purposes among SEP Development Team members. Ideally, a longer timeline should be implemented to allow for more lead time in planning, implementing the field test, evaluating results, developing final materials and getting materials into schools. Materials must be distributed to teachers a minimum of four months prior to Opening Ceremonies. Teachers need time to fit curricula into their annual plans, so the more advance knowledge they have the better.



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	Month											
TASK	1	2	3	4	5	6	7	8	9	10	11	12
Form SEP Development Team												
Translate school resources (if necessary)												
Development Team meets to plan school activities in Phase One												
Development Team conducts activities related to field testing in Phase Two												
Development Team conducts activities related to evaluation in Phase Three												
Development Team conducts activities related to final development in Phase Four												
Distribute SEP to schools (ongoing)												
Conduct evaluation study (ongoing)												

PLANNING RESOURCES AVAILABLE

Resources from Special Olympics, Inc., that will assist the SEP Development Team include the following, which may be requested from the Organizational Development Department:

- Ready! Set! Go! Local Program Start Up Kit;
- Building Bridges: A companion guide to starting and maintaining school-based Special Olympics Programs;
- Youth Summit Planning Guide;
- Special Olympics Get Into It (www.specialolympics.org/getintoit);
- Sample SEP Web site from 2005 Special Olympics World Winter Games (www.sogii.jp); and
- “A Class Act,” launch announcement of the 2003 Special Olympics World Summer Games.